

## ANDREW JACKSON HIGH

6925 Kershaw-Camden Hwy.  
Kershaw, S.C. 29067

**GRADES** 9-12 High School

**ENROLLMENT** 555 Students

**PRINCIPAL** Martin Tiller 803-475-2381

**SUPERINTENDENT** Patricia K. Burns 803-286-6972

**BOARD CHAIR** Robert Folks 803-286-6972

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
16	16	6	1	0

#### IMPROVEMENT RATING:

**GOOD**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Unsatisfactory	N/A
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Average	No
<b>2004</b>	Good	Good	Yes

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	79.4	N/A	N/A	75.4	N/A	N/A
<b>Passed 1 subtest</b>	10.7	N/A	N/A	13.3	N/A	N/A
<b>Passed no subtests</b>	9.9	N/A	N/A	11.6	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	90.7%	94.6%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	10.8	13.4
<b>Seniors who met the SAT/ACT requirement</b>	10.8	13.6
<b>Seniors who met the grade point average</b>	52.0	49.7

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	140	206
<b>Number of Diplomas</b>	103	156
<b>Rate</b>	73.6%	75.9%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	118	90.7	102	10.8	140	73.6	YES
Gender							
Male	61	90.2	51	11.8	76	67.1	N/A
Female	57	91.2	51	9.8	64	81.3	N/A
Racial/Ethnic Group							
White	84	96.4	79	12.7	99	80.8	N/A
African-American	34	76.5	23	4.3	40	57.5	
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	0	N/A	0	N/A	1	I/S	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	107	93.5	100	11.0	124	78.2	N/A
Disabilities other than speech	11	63.6	2	I/S	16	37.5	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	118	90.7	102	10.8	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	12	8.3	N/A
Non-Limited English Proficient	118	90.7	102	10.8	128	79.7	N/A
Socio-Economic Status							
Subsidized meals	35	80.0	26	0.0	48	58.3	N/A
Full-pay meals	83	95.2	76	14.5	92	81.5	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	133	98.5	13.0	28.2	32.1	26.7	69.5	YES	YES
<b>Gender</b>									
Male	68	98.5	19.4	29.9	29.9	20.9	59.7	N/A	N/A
Female	65	98.5	6.3	26.6	34.4	32.8	79.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	89	98.9	8.0	25.0	36.4	30.7	79.5	YES	YES
African-American	44	97.7	23.3	34.9	23.3	18.6	48.8	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	118	99.2	7.7	29.9	32.5	29.9	73.5	N/A	N/A
Disabled	15	93.3	57.1	14.3	28.6	N/A	35.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	133	98.5	13.0	28.2	32.1	26.7	69.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	133	98.5	13.0	28.2	32.1	26.7	69.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	61	96.7	20.3	37.3	25.4	16.9	52.5	YES	YES
Full-pay meals	72	100.0	6.9	20.8	37.5	34.7	83.3	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	133	98.5	17.6	28.2	32.1	22.1	64.1	YES	YES
<b>Gender</b>									
Male	68	98.5	20.9	31.3	29.9	17.9	58.2	N/A	N/A
Female	65	98.5	14.1	25.0	34.4	26.6	70.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	89	98.9	10.2	31.8	30.7	27.3	72.7	YES	YES
African-American	44	97.7	32.6	20.9	34.9	11.6	46.5	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	118	99.2	12.8	28.2	35.0	23.9	68.4	N/A	N/A
Disabled	15	93.3	57.1	28.6	7.1	7.1	28.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	133	98.5	17.6	28.2	32.1	22.1	64.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	133	98.5	17.6	28.2	32.1	22.1	64.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	61	96.7	27.1	25.4	32.2	15.3	52.5	YES	YES
Full-pay meals	72	100.0	9.7	30.6	31.9	27.8	73.6	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
--	------------	-----------------------	--------------------------------------	--------------------

Students (n= 555)

Retention rate	8.5%	N/A	9.4%	9.1%
Attendance rate	95.0%	Down from 95.8%	95.7%	96.0%
Eligible for gifted and talented	11.8%	Up from 1.3%	8.6%	5.8%
With disabilities other than speech	11.6%	Up from 11.2%	13.3%	12.7%
Older than usual for grade	9.4%	Up from 9.2%	9.8%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	10.5%	Up from 9.9%	1.8%	1.6%
Enrolled in AP/IB programs	13.7%	Up from 7.2%	9.2%	10.2%
Successful on AP/IB exams	43.5%		49.2%	53.8%
Annual dropout rate	4.9%	Up from 2.0%	3.2%	2.7%
Career/technology students in co-curricular organizations	9.2%	Up from 0.0%	3.7%	3.6%
Enrollment in career/technology center courses	457	Down from 467	443	466
Students participating in worked-based experiences	48.8%	Down from 53.4%	21.6%	25.7%
Career/technology students mastering core competencies	80.2%	Down from 81.3%	80.1%	77.7%
Career/technology completers placed	96.7%	Down from 98.2%	97.9%	99.3%

Teachers (n= 36)

Teachers with advanced degrees	63.9%	Down from 66.7%	50.6%	52.0%
Continuing contract teachers	88.9%	Down from 91.7%	83.3%	82.1%
Highly qualified teachers**	73.7%	N/A	91.1%	89.5%
Teachers with emergency or provisional certificates	5.9%		7.1%	8.6%
Teachers returning from previous year	85.7%	Up from 83.0%	86.0%	86.2%
Teacher attendance rate	95.6%	Up from 94.3%	95.6%	95.3%
Average teacher salary	\$43,645	Down 1.6%	\$40,575	\$41,060
Prof. development days/teacher	7.0 days	Down from 9.5 days	10.3 days	10.6 days

School

Principal's years at school	9.0	Up from 8.0	6.0	3.0
Student-teacher ratio in core subjects	28.5 to 1	N/R	27.5 to 1	26.4 to 1
Prime instructional time	89.6%	Up from 88.6%	90.2%	90.0%
Dollars spent per pupil*	\$6,418	No change	\$6,133	\$6,310
Percent of expenditures for teacher salaries*	62.1%	Up from 60.6%	58.0%	57.9%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
Parents attending conferences	68.7%	Down from 72.9%	91.1%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.7%	92.0%
Highly qualified teachers in high poverty schools**	90.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Andrew Jackson High School continues to meet the many challenges of public education during the 2003-2004 school year. One of the highlights of the year included a ten thousand dollar award from the State Department of Education for our sixty-three-point improvement on SAT scores. This money was used to purchase such items as a new laminator and a grade master. We were also able to purchase HSAP materials and we hired retired teachers to work with our juniors and seniors who needed help for the Exit Exam. Another big step was hiring an officer for our JROTC program which is no longer a cross-enrolled unit. Another project was the high school redesign study. Some of the results of the study we hope will affect the actions of our freshmen in academics, attendance and discipline. The focus school for the arts started this year with its first ninth grade class. There were only ten members this year, but the school will continue to look at ways to improve and make the focus grow. One positive event of the focus this year was the possibility of some partnerships with USC-Lancaster and the South Carolina Governor's School for the Arts and Humanities. An after-school tutorial program was started for our ninth graders. A grant provided by the district paid for teachers to be a part of the after-school program. Even better than that, the students in our National Honor Society provided one-on-one tutors for our ninth graders who needed help in academics. This one-on-one activity with upper-classmen and freshmen helped build a strong sense of school spirit. The school continued to encourage parent involvement through parent-teacher conferences, open house events, and school improvement council. Service is a very important part of learning at our school. Students learn about giving back to the school and community through various service projects offered by our clubs and student organizations. School-to-Work involvement continues to be a part of our curriculum. Freshmen and sophomores participated in a career day. Eighty-five percent of our juniors job-shadowed in areas of business. Some students were involved in cooperative learning programs. Seniors took part in a job fair at Lancaster High. The school sported an impressive, comprehensive athletic program. The Volunteer Regiment participated in field competitions during the fall and in symphonic events during the spring. The school's SACS self-study and strategic plan, compiled by all stakeholders, provides plans to guide the programs of Andrew Jackson High in meeting the needs of its students.

Martin Tiller, Principal  
Allen Blackmon, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	34	50	25
<b>Percent satisfied with learning environment</b>	94.1%	66.0%	76.0%
<b>Percent satisfied with social and physical environment</b>	93.9%	64.0%	80.0%
<b>Percent satisfied with home-school relations</b>	57.6%	88.0%	50.0%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.